



2015 Cantonese

Advanced Higher – Reading and Translation

Finalised Marking Instructions

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Part One: General Marking Principles for Cantonese Advanced Higher Reading and Translation

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the specific Marking Instructions for each question.

- (a) Marks for each candidate response must always be assigned in line with these general marking principles and the specific Marking Instructions for the relevant question. If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader/Principal Assessor.
- (b) Marking should always be positive ie, marks should be awarded for what is correct and not deducted for errors or omissions.

GENERAL MARKING ADVICE: Cantonese Advanced Higher Reading and Translation

The marking schemes are written to assist in determining the “minimal acceptable answer” rather than listing every possible correct and incorrect answer. The following notes are offered to support Markers in making judgements on candidates’ evidence, and apply to marking both end of unit assessments and course assessments.

A General Procedure

- 1 Before marking proper begins, it is the responsibility of the marking team to fix appropriate standards. The marking process will therefore be divided into two stages: a **preliminary** stage which will be exploratory and aimed at establishing the standards to be applied, and the **marking** stage when scripts will be marked according to an agreed scheme, on the basis of photostat scripts.

- 2 **Preliminary Stage**

This covers the period from the time the markers receive their scripts and photocopies to the Markers’ Meeting.

When you receive the first batches of scripts, you should read a sufficient number to feel you have a reasonable impression of the general level of the candidate’s work, then mark **provisionally** and in pencil only, as many as you can before the Markers’ Meeting with the purpose of testing how the Marking Instructions work in practice. While carrying out this provisional marking, any points which have not been covered by the key, and any other points which may help with the process of standardisation, should be entered on one of the copies of the Marking Key.

The photostat copies should also be marked and brought to the Markers’ Meeting, where they will serve as a basis for comparison of standards and general discussion on marking.

3 **Markers' Meeting**

In discussion of these Instructions and the photostat scripts, you will have the opportunity of discussing any points of difficulty or any doubt on matters of procedure or marking. You should bring both copies of the Marking Instructions to the meeting, the one with the preliminary notes, the other for the insertion of any amendments made at the meeting. The second, revised copy should be used as the basis for the marking proper. The decisions made at the Markers' Meeting will be binding on markers, and the Marking Instructions, as revised, must be followed closely. Should any reservations occur to you during the course of marking proper, you should mention them in your report, but if the preliminary stage is carried out thoroughly, such reservations should be very infrequent.

You may also bring selected scripts with you to the Markers' Meeting if you have encountered any particular points of difficulty which may warrant the examination of complete scripts. However you must scrupulously observe the SQA's ruling that scripts may not be read or marked in public places or on public transport. In general, you must observe the highest standards of caution when carrying scripts about with you. (See Terms and Conditions of Employment of Markers on Form Ex51(a) sent with your letter of invitation to serve as a Marker.)

4 **Marking Stage**

This covers the period from the Markers' Meeting until the final date for the return of scripts to SQA. By that date all marked scripts, Mark Sheets and Reports should be returned to the SQA.

Marking should be carried out according to the scheme which follows, taking into account any modifications which may be decided on at the Markers' Meeting.

The mark for this Paper is out of 50.

In the case of serious doubt about an assessment, you must award a mark and then refer the piece of work to the Principal Assessor. To do this, write "PA Referral" underneath the "For Official Use" section on the front of the script and complete a Principal Assessor Referral form (copies of which are enclosed in your marker's pack). (Also see 'Entries on the Mark Sheets' sub-para 3). **Do not write the reasons on the script itself. Do not make an entry on the outside of the envelope.**

General criteria for marking

Translation:

The translation into English is allocated 20 marks. The text for translation will be divided into a number of sense units. Each sense unit is worth 2 marks, which will be awarded according to the quality and accuracy of the translation into English. In assessing the candidate's performance, the descriptions detailed below will be used. Each sense unit will be awarded one of the marks shown.

Category	Mark	Description
Good	2	Essential information and relevant details are understood and conveyed clearly and accurately, with appropriate use of English.
Satisfactory	1	Essential information is understood and conveyed clearly and comprehensibly, although some of the details may be translated in an imprecise or inaccurate manner. The key message is conveyed in spite of inaccuracies and weaknesses in the use of English.
Unsatisfactory	0	The candidate fails to demonstrate sufficient understanding of the essential information and relevant details. Errors may include mistranslation and/or the failure to translate relevant details.

B Detailed Marking Key

See attached sheets for detailed notes on each question

Part Two: Marking Instructions for each Question

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
1.		<ul style="list-style-type: none"> • He only stayed in China for a short time • It was a bad/terrible/horrendous experience • His friends and family were pressurising/putting pressure on him to get married <p style="text-align: right;">(Any 2 from 3)</p>	2		
2.		<ul style="list-style-type: none"> • People who are (around) 30 (years old) • Have a good income/salary • Have been dating/in a relationship for a long time • They are not afraid of love <p style="text-align: right;">(Any 2 from 4)</p>	2		
3.		<ul style="list-style-type: none"> • 22.3% said they were afraid of getting married • 45.7% said they knew people/had acquaintances who were afraid of getting married • 44.4% thought people who were afraid of getting married were born after 1980 <p style="text-align: right;">(Any 2 from 3)</p>	2		

Question			Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
4.			<ul style="list-style-type: none"> • High rate of divorce/failed marriages • This has a negative impact on society 	2		
5.			<ul style="list-style-type: none"> • People don't think they are ready/prepared for marriage • They worry about the life pressures that come with marriage • They have no confidence in marriage/ feel it is hard to maintain the marriage • They are not mature enough (psychologically) • They find it hard to trust the other person/partner (in the relationship) • The costs involved in getting married are very high <p style="text-align: right;">(Any 4 from 6)</p>	4		

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
6.	(a)	<ul style="list-style-type: none"> • It's more responsibility for a man • Big pressure of taking on a mortgage/housing • Big pressure of raising/bringing up children • The more he thinks about it, the less he wants to get married <p style="text-align: right;">(Any 3 from 4)</p>	3		
6.	(b)	<ul style="list-style-type: none"> • People are more and more selfish/ often inconsiderate • There are more and more material temptations • Sometimes she can't even trust her own feelings 	3		
7.		<ul style="list-style-type: none"> • They are more highly educated/better qualified • Are an only child (and have been spoiled) • Their contact with the outside world/society is very limited • Very little experience of interacting with other people • Often inconsiderate • Lack of life experience <p style="text-align: right;">(Any 5 from 6)</p>	5		

Question			Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
8.			<ul style="list-style-type: none"> • Suggestions for inferential question • General statement • Effective • Ineffective • Stylistic features 	7		

Pegged Mark Criteria for Question 9 (inferential question)

- A pegged mark must be awarded only after reference to the specific guidance given above.
- A range of performance is available within each of the criteria.
- A mark of zero will be awarded to a performance which offers no appropriate inferencing skills, as outlined in the criteria for the other pegged marks.

Pegged Marks	Criteria
7 OR 5	The candidate provides a clear, concise and reflective answer, drawing inferences which are entirely appropriate, analytical and which demonstrate a sophisticated and accurate reading of the text. The answer clearly relates to the advice given in the Marking instructions.
3 OR 1	The candidate provides an answer which may contain some degree of misreading, but which offers evidence of appropriate inferencing skills. The candidate may, however, tend to supply information from the text with little attempt to draw inferences.
0	The candidate's answer simply provides information to be found in the text with no attempt to draw inferences.

Translation (20 marks)

10 sense units = 20 marks

Each unit marked 2, 1 or 0

2 = Acceptable translation

1 = Key information communicated despite awkward English and/or minor inaccuracy

0 = Serious inaccuracy in translation

9. Translate into English: **石林教授還補充說明：.....我認為其它國家也有同樣的問題。** (lines 31–34)

UNIT 1

TEXT	Accept (2)	(1)	Reject (0)
石林教授還補充說明：	Professor Shi Lin added:	Explained	

UNIT 2

TEXT	Accept (2)	(1)	Reject (0)
“生活在大城市里的年輕人	“The young people who live in big cities		

UNIT 3

TEXT	Accept (2)	(1)	Reject (0)
來自不同的文化背景,	come from different cultural backgrounds		

UNIT 4

TEXT	Accept (2)	(1)	Reject (0)
成長在不同的環境下,	and grew up in different environments.		

UNIT 5

TEXT	Accept (2)	(1)	Reject (0)
雖然生活在同一個地方,	Although they live in the same place,		

UNIT 6

TEXT	Accept (2)	(1)	Reject (0)
但很少有任何機會	they rarely have any opportunities		

UNIT 7

TEXT	Accept (2)	(1)	Reject (0)
能真正地互相瞭解,	to fully understand each other.		

UNIT 8

TEXT	Accept (2)	(1)	Reject (0)
缺乏信任不但是婚姻的問題,	A lack of trust is not only a problem for married couples,		

UNIT 9

TEXT	Accept (2)	(1)	Reject (0)
而且也是社會人與人之的問題。 .	it is also a problem for people in society.		

UNIT 10

TEXT	Accept (2)	(1)	Reject (0)
我認為其它國家也有同樣問題.	I think other countries have the same problem.		

[END OF MARKING INSTRUCTIONS]



2015 Cantonese

**Advanced Higher – Listening and Discursive
Writing**

Finalised Marking Instructions

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Part One: General Marking Principles for Cantonese Advanced Higher Listening and Discursive Writing

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the specific Marking Instructions for each question.

- (a) Marks for each candidate response must always be assigned in line with these general marking principles and the specific Marking Instructions for the relevant question. If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader/Principal Assessor.
- (b) Marking should always be positive ie, marks should be awarded for what is correct and not deducted for errors or omissions.

GENERAL MARKING ADVICE: Cantonese Advanced Higher Listening and Discursive Writing

The marking schemes are written to assist in determining the “minimal acceptable answer” rather than listing every possible correct and incorrect answer. The following notes are offered to support Markers in making judgements on candidates’ evidence, and apply to marking both end of unit assessments and course assessments.

Section I – Listening Section II – Discursive Writing

General Procedure

- 1 Before marking proper begins, it is the responsibility of the marking team to fix appropriate standards. The marking process will therefore be divided into two stages: a **preliminary** stage which will be explanatory and aimed at establishing the standards to be applied, and the **marking** stage when scripts will be marked according to an agreed scheme, on the basis of photostat scripts.

- 2 **Preliminary Stage**

This covers the period from the time the markers receive their scripts and photocopies to the Marker’s Meeting.

When you receive the first batches of scripts, you should read a sufficient number to feel you have a reasonable impression of the general level of the candidate’s work, then mark **provisionally** and in pencil only, as many as you can before the Marker’s Meeting with the purpose of testing how the Marking Instructions work in practice. While carrying out this provisional marking, any points which have not been covered by the key, and any other points which may help with the process of standardisation, should be entered on one of the copies of the Marking Key.

The photostat copies should also be marked and brought to the Marker’s Meeting, where they will serve as a basis for comparison of standards and general discussion on marking.

3 **Markers' Meeting**

In discussion of these Instructions and the photostat scripts, you will have the opportunity of discussing any points of difficulty or any doubt on matters of procedure or marking. You should bring both copies of the Marking Instructions to the meeting, the one with the preliminary notes, the other for the insertion of any amendments made at the meeting. The second, revised copy should be used as the basis for the marking proper. The decisions made at the Marker's Meeting will be binding on markers, and the Marking Instructions, as revised, must be followed closely. Should any reservations occur to you during the course of marking proper, you should mention them in your report, but if the preliminary stage is carried out thoroughly, such reservations should be infrequent.

You may also bring selected scripts with you to the Marker's Meeting if you have encountered any particular points of difficulty which may warrant the examination of complete scripts. However you must scrupulously observe the Scottish Qualification Authority's ruling that scripts may not be read or marked in public places or on public transport. In general, you must observe the highest standards of caution when carrying scripts about with you. (See Terms and Conditions of Employment of Markers on Form Ex51 (a) sent with your letter of invitation to serve as a Marker.)

4 **Marking Stage**

- (a) This covers the period from the Markers' Meeting until the final date for the return of scripts to SQA. By that date all marked scripts, Mark Sheets and Reports should be returned to SQA. Marking should be carried out according to the following scheme, taking into account any modifications of detail which may be decided on at the Markers' Meeting.
- (b) The mark for the Listening section of this paper is out of 30; the mark for the Discursive Writing section is out of 40.
- (c) For Section II, you are requested to keep a record of the number of candidates attempting each question. This information should be included in your Marker's Report.
- (d) In the case of **serious** doubt about an assessment, you must award a mark and then refer the piece of work to the Principal Assessor. To do this, write "PA Referral" underneath the "For Official Use" section on the front of the script and complete a Principal Assessor Referral form (copies of which are enclosed in your marker's pack). (Also see 'Entries on the Mark Sheets' sub-para 3). **Do not write the reasons on the script itself. Do not make any entry on the outside of the envelope.**

Part Two: Marking Instructions for each Question

Part A

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
1.		<ul style="list-style-type: none"> • People should not have pets • It should be small(er) • People can eat their pets <p style="text-align: right;">(Any 2 from 3)</p>	2		
2.	(a)	<ul style="list-style-type: none"> • The growth/increase in CO₂ (gas) 	1		
2.	(b)	<ul style="list-style-type: none"> • Every two rabbits produce 36 rabbits each year • More food choice • Reduction in CO₂ gas <p style="text-align: right;">(Any 2 from 3)</p>	2		

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
3.	(a)	<ul style="list-style-type: none"> • CO₂ gas is not the main problem that affects the environment • Eating pets does not solve the problem • Pets are like members of the family (so people shouldn't eat them) • Pets bring people happiness <p style="text-align: right;">(Any 2 from 4)</p>	2		
3.	(b)	<ul style="list-style-type: none"> • Use less water/electricity/gas • Reduce the price of food • Reduce using flights 	3		

Part B

Question			Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
1.			<ul style="list-style-type: none"> Have 'No meat/meat free Monday'/not eating meat on a Monday 	1		
2.			<ul style="list-style-type: none"> For health For religion 	2		
3.			<ul style="list-style-type: none"> It creates the demand for more meat Fast growth in farming Leads to the disappearance/destruction of forests Producing frozen meat/freezing meat produces more CO₂ gas <p style="text-align: right;">(Any 3 from 4)</p>	3		
4.	(a)		<ul style="list-style-type: none"> <u>Importing</u> beef/meat from the USA 	1		
4.	(b)	(i)	<ul style="list-style-type: none"> They imported <u>a great deal of/ much/lots of</u> beef/leather 	1		
4.	(b)	(ii)	<ul style="list-style-type: none"> Which led to even more/greater destruction of (Amazon/tropical) forests 	1		

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
5.		<ul style="list-style-type: none"> • Encourage the nation to become vegetarians/eat vegetables • To reduce the speed of <u>global warming</u> 	2		
6.	(a)	<ul style="list-style-type: none"> • The planting of crops (rather than cattle farming) 	1		
6.	(b)	<ul style="list-style-type: none"> • It's an economic issue • Many farmers won't give up their method of farming • They don't have income if no cows/sheep • People won't change eating habits • Many people can't stand/accept the idea of not eating meat <p style="text-align: right;">(Any 3 from 5)</p>	3		

Question			Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
7.			<ul style="list-style-type: none"> • Be patient • Taking things easy/step by step/gradually/slowly 	2		
8.	(a)		<ul style="list-style-type: none"> • It's good for health • To make the environment greener <p style="text-align: right;">(Any 1 from 2)</p>	1		
8.	(b)		<ul style="list-style-type: none"> • Electric cars • Fewer plastic bags 	2		

Section II – Discursive Writing

Notes on procedure

- 1 There are **40 marks** awarded to the Discursive Writing section.
- 2 The mark should be awarded on the basis of your general evaluation of the essay **based on the Pegged Mark Descriptors on the following page.**
- 3 **Credit**, indicated by a tick where appropriate, should be given for anything good, and may be gained, for example, by a good use of idiom, a well-handled syntactical construction, variety of constructions; a well-organised plan, well-constructed paragraphs, appropriate use of varied register, the sophistication of ideas expressed.

Ticks should not be formally totalled. Instead, they will support a general impression, again based on the Pegged Mark Descriptors.

You may wish to **underline** errors, again, in order to enhance the overall impression of the candidate's performance.
- 4 Poor handwriting, spelling and punctuation may be self-penalising
- 5 The mark awarded should be entered in the **outer right-hand margin** at the end of the question, and then added to the mark for Section I. The resulting total must be entered in the space provided on the outside front cover of the script and transferred to the Mark Sheet.

AH Discursive Writing

Categories	Criteria	Pegged marks
Very Good	The language is characterised by a high degree of accuracy and/or may show some flair. Uses a good range of structures and vocabulary appropriate to Advanced Higher with few, if any, errors of spelling and/or punctuation. The essay is well structured and all aspects are relevant to the title.	40
Good	The language is clearly comprehensible throughout and fairly free of serious errors in areas appropriate to Advanced Higher. Contains a reasonable range of vocabulary and structures appropriate to the level. There are few errors in spelling and/or punctuation. The essay has an adequate sense of structure and most aspects are relevant to the title.	32
Satisfactory	Sufficient control of structures appropriate to Advanced Higher to convey meaning clearly. Contains a reasonable range of vocabulary and some complex sentences. Spelling and punctuation are generally correct. The essay has some sense of structure and most aspects have some relevance to the title. Performance may be uneven, but the good outweighs the bad.	24
Unsatisfactory	The language is insufficiently accurate to convey meaning clearly and consistently. Very limited range of vocabulary and/or structures appropriate to Advanced Higher. Inappropriate use of learned material, and possibly some unidiomatic translation from English. The essay may be lacking in structure and less than half of the aspects have any relevance to the title.	16
Poor	The language contains frequent basic errors and/or other tongue interference which seriously impede communication. The essay may be unstructured and few aspects are relevant to the title.	8
Very Poor	No redeeming features.	0

[END OF MARKING INSTRUCTIONS]